

International Education: "A Bystanders Dilemma"

For this lesson teachers should allow one 50-minute class period.
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Reference Material: Exploring Humanitarian Law Educational Pack for Teachers and Learners, American Red Cross, 2002 – Most all student handouts and teacher handouts are taken from Exploring Humanitarian Law produced by the International Committee of the Red Cross, Monrovia.

I. Content:

I want my students to understand (or be able to):

- A. Recognize complexities bystanders may face when witnessing a threat to human dignity
- B. Understand the consequences an individual may face if they choose to protect someone who is being mistreated or discriminated against
- C. Understand the concept of responsibility
- D. Understand the concept of courage
- E. Analyze a dilemma

II. Prerequisites:

No Prerequisites required

III. Instructional Objective(s):

The student will:

- A. Use analytical skills to examine the different aspects of a dilemma
- B. Investigate possible solutions to a dilemma by analyzing the uncertainties and consequences of each solution

IV. Materials and Equipment

Teacher: Teacher Handout #1 – On Using Dilemmas”
Teacher Handout #2 - Background on “Aftermath of a battle”
Teacher Handout #3 - Background on “A witness comes forward”
Teacher Handout #4 - Background on “Alone on the bench”
Teacher Handout #5 - Background on “Step by step”
Teacher Handout #6 - Background on “Brave vendor”
Teacher Handout #7, Background on “Villagers ease pain in camps

Student: Student Handout #1 - KWL
Student Handout #2 - “Aftermath of a battle
Student Handout #3 - “A witness comes forward”

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Student Handout #4 - "Alone on the bench"

Student Handout #5 - "Step by step"

Student Handout #6 - "Brave vender"

Student Handout #7 - "Villagers ease pain in camps"

Student Handout #8 - "He was having some fun"

Student Handout #9 - "Dilemma Worksheet"

V. Instructional Procedure:

- A. In preparing for this lesson the teacher should read over Teacher Handout #1 Notes to Teachers "On Using Dilemmas".
- B. Read the following lesson introduction to your students to set the stage:

The history of Idaho is one of colorful personalities, great adventures and exciting tales. However, the history of Idaho is also one of misunderstandings, intolerance and injustice. During Idaho's mining boom around the 1860's and 70's, Idaho experienced a wave of prejudice as Chinese miners moved into Idaho to try their hand in the gold mines. They were often treated with hostility due to their cultural practices and religious beliefs. This prejudice went beyond the mining fields and into politics as the Foreign Miners Act was passed, requiring a \$5 per month tax on individuals of "Mongolian" or Asian descent. The discriminatory legislation climaxed in 1882 with the passage of the Chinese Exclusion Act, which prohibited Chinese immigration into the United States altogether.

While the Chinese experienced their fair share of discrimination, they were not the only cultural group discriminated against in Idaho's history. During WWII, following the Japanese attack on Pearl Harbor numerous Japanese, German and Italian aliens were arrested, detained on no specific grounds without due process, and were sent to Immigration and Naturalization Service detention camps. One such camp was located in Minidoka, Idaho, which housed resident aliens of Japanese ancestry who were unconstitutionally evacuated from their homes and relocated to these camps. These prisoners were labeled "enemy aliens," even though most of them were long-time U.S. residents.

So what do these two tales in Idaho's history have in common? The answer is prejudice and bystanders. Both cultural groups were discriminated against during a period of Idaho's history, and in both cases, there were bystanders who faced a dilemma. They could either stand back and allow these atrocities to take place or stand up for their friends and neighbors rights as citizens of the United States. The lesson "*A Bystanders Dilemma*" highlights other examples from history in which bystanders had to make a choice between standing up for what is right or doing the easy thing and conforming to the group.

- C. Divide students into pairs
- D. Hand out KWL worksheet.

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Have students, in their pairs, fill out the "What I Know" and "What I Want to Know" parts of their KWL form as it pertains to Dilemmas.

- E. Once students have had some time, write the following two sayings on the board:

"I'm damned if I do and damned if I don't."

"Stuck between a rock and a hard place." [Add any other sayings that illustrate this same concept.]

- F. Explain the sayings to your students and discuss.

- G. Lead a class discussion on what a dilemma is. Ask them to give examples and explain what makes the example a dilemma.

- H. Identify the main features of a dilemma:

- A situation that requires making a choice among alternative actions (including choosing to do nothing).
- All options have advantages and disadvantages.
- Point out that a dilemma, even "making the best of a bad situation" may seem impossible because:
 - ◆ Every option seems likely to cause problems.
 - ◆ There are uncertainties about the consequences of options.
 - ◆ Using one of the stories provided or an example students offered, have students propose options in response to the dilemma. (**Teacher Handouts 2, 3, 4, 5, 6, and 7**) and (**Student Handouts 2, 3, 4, 5, 6, and 7**). *Note: Teachers may want to brief themselves with background information regarding the stories using Teacher Handouts 1-7*
- Write the following question on the board and for each story, explore:
 - ◆ What are the desired consequences of your proposed action?
 - ◆ Might there be other consequences? (Explore chains of consequences that could result.)
 - ◆ What are the unknowns or unpredictables in the situation?
 - ◆ Who else is involved? How will they be affected by your action? How will they view your action? How will the views of others affect the outcome?

- I. Hand out and have students read, **Student Handout #8**, "He was having some fun"

- J. Have students put themselves in Wendy's shoes by writing about the two following things:

- ◆ What they would think about doing if they were Wendy
- ◆ What the consequences of their choice of action might be

- K. After allowing time for individual writing, invite learners to discuss the dilemma Wendy faced, her role as a bystander and what she might do.

- L. Use **Student Handout #9**, "Dilemma Worksheet" to explore ideas for solving Wendy's dilemma. For each option that learners propose, ask them to suggest the possible consequences:

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- ◆ For the prisoner
 - ◆ For Wendy's hope of seeing her imprisoned friend
 - ◆ For the current (and future) behavior of the guard
 - ◆ For her imprisoned black friend
- M. For each possible solution to Wendy's dilemma pose the following questions by writing them on the board:
- ◆ What positive consequences would this action have in humanitarian terms?
 - ◆ Are there any ways that choosing this option could make things worse? For whom?
- You might mark a **PLUS** next to the consequences that would have a positive effect in humanitarian terms and a **MINUS** next to those that might have a harmful effect.
- N. After discussion, ask learners to take a few minutes more to decide what they now think they would do if they were Wendy. Have them write down their decision and explain their reasons for making that choice.
- O. Close by having students return to their KWL charts.
- P. In their pairs, have students follow the instructions under the "What I Learned" part of their KWL chart.

VI. Assessment / Evaluation:

- A. KWL (**Student Handout #1**)
- B. Student Participation
- C. (**Student Handout #9**), "Dilemma Worksheet"

VII. Idaho Achievement Standards:

- 4.SS.4.1.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.
- 5.SS.1.1.7 Discuss the causes and effects of various conflicts in American history.
- 5.SS.4.3.2 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.
- 5.SS.4.3.3 Describe ways in which citizens participate in public life.
- 5.SS.5.1.4 Discuss why it is important that nations try to resolve problems peacefully.
- 6-9.WHC.5.1.2 Explain the global consequences of major conflicts in the 20th century, such as World War I; World War II, including the Holocaust; and the Cold War.
- 6-9.GEH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.

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| 6-12.USH1.1.3.2 | Explain how and why events may be interpreted differently according to the points of view of participants and observers. |
| 6-12.USH1.4.1.3 | Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections. |
| 6-12.USH1.4.4.1 | Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights. |

VIII. Follow Up or Extension Activities:

- A. Search the media for stories of humanitarian acts by bystanders. Compile a collection in a scrapbook or wall display.

NOTES TO TEACHERS

On Using Dilemmas

Dilemmas introduce learners to the complex challenge of making ethical decisions in times of armed conflict. There are at least three reasons for the complexity.

- Many people are affected by any decision, and their fate and perceptions in turn affect others.
- Any decision has side effects, some of which may not be anticipated.
- One cannot attain all goals at once. The action needed to achieve one important goal often precludes the attainment of another. “Competing goals” are, of course, a feature of many dilemmas.

The term “dilemma” is often used lightly, but in situations that call for humanitarian aid the struggle to resolve a dilemma involves major consequences. It may well be a matter of life or death. The dilemma cannot be avoided by deciding not to choose, because not doing anything is also making a choice. To use the technique of dilemma analysis effectively, teachers must analyze two questions with learners: What is a dilemma? What are consequences?

Objectives

- to help learners understand the concepts “dilemma” and “competing goals”
- to help learners experience and understand the complexity often associated with making ethical decisions in times of armed conflict
- to give learners practice in identifying perspectives
- to help learners understand the concept of consequences, including unintended and unanticipated consequences
- to introduce learners to analysis of chains of consequences

Getting started

1. Start by encouraging learners to use familiar sayings to illustrate the concept of a dilemma. (“I’m damned if I do and damned if I don’t.” “Between a rock and a hard place.”) Encourage them to suggest ideas about what a dilemma is. Ask them to give examples, and explain what makes particular examples dilemmas.
2. Define the crux of a dilemma. Help learners identify the main features of a dilemma:

Teacher Handout 1

- a situation that requires making a choice among alternative actions (including doing nothing)
 - all options have advantages and disadvantages
3. Point out that choosing the “right thing to do” is hard and that even “making the best of a bad situation” may seem impossible because:
- every option appears likely to cause problems
 - there is uncertainty about what the outcomes of the options will be
4. Choose a dilemma to use that suits your purposes. Dilemma situations can be found throughout the materials.

Leading the group

In leading discussions on dilemmas, follow these four steps:

1. Introduce questions to explore proposed actions.

Use one of the stories provided in the EHL materials (handouts) or a dilemma that comes from the learners themselves. Have learners propose several actions in response to the dilemma. Then, for each action, use these questions to explore possible outcomes:

- What is the likely outcome of your proposed action?
- Might there be other outcomes? (If appropriate, explore the chain of actions that could result and the outcome of each.)
- What are the unknowns or unpredictables in the situation?
- What other persons are involved? How will they be affected by your action? How will they view your action? How will the views of others affect the outcome?

Repeat the same line of questioning for each action proposed. Eventually learners should take up the questioning themselves. Learning to pose good questions is evidence that young people are learning the skills and concepts related to dilemma analysis.

2. Analyze the complexity of a dilemma.

Ask learners to compare and choose among proposed actions, applying these questions to each:

Teacher Handout 1

- How effective is the action you have chosen likely to be in attaining the outcome you desire?
- How likely is it that the option you have chosen will cause worse problems in the long term?
- What goal does your action aim for? Why have you chosen that goal?
- Does your chosen action ignore or preclude another important goal?

Summarize by acknowledging the complexity of considerations involved.

3. Identify the chains of consequences.

Ask learners to identify possible consequences of the following actions or events:

- Fishermen are out at sea when a storm comes up and capsizes their boat.
- A hunter shoots an elk.

Help learners see that actions can have consequences that lead to other consequences. This is called chain reaction. (Storm → capsize → death of fisherman → grief and poverty for the family, etc.)

Some consequences will be intended (the hunter gets food for the family and so . . .). Some may be unintended (the dead elk had recently given birth and so her calf is orphaned and so . . .).

4. Trace chains of consequences.

Have learners look for ways in which a single event can set in motion many consequences, some of which have further consequences. This produces complex chains.

Dealing with difficulties

- Learners may leap to conclusions. If this happens, have learners step back to analyze the action and consequences.
- Sometimes the complexity may be overwhelming. Acknowledge learners' frustration.

Assessing learning

Ask learners to describe in writing a dilemma from their own experience.

⇒ What were the competing goals?

Teacher Handout 1

- ⇒ What were the possible actions?
- ⇒ What were the effects of the action taken?
- ⇒ What were the possible consequences and chain reactions/

Teacher Handout 2

Background on “Aftermath of a battle”

Solferino is a small town in what is now northern Italy. Although the people of the Italian peninsula share a common language and culture, before the 1860s Italy had not been a united nation since the fall of the Roman Empire. The peninsula was home to a number of principalities, which were often dominated by their more powerful neighbors, mainly France and Austria. Although both nations had attempted to control northern Italy, most people living in the town and its surrounding villages were neither French nor Austrian.

The French Revolution and the period in which France had dominated northern Italy sparked a movement for a unified Italian state, free from foreign domination. This movement ended in a number of revolutions in 1848. All the revolutions failed, and Austrian troops came to occupy much of northern and central Italy. One area of the Italian peninsula that kept some independence was the Kingdom of Piedmont (Sardinia), ruled by King Victor Emmanuel II.

Events leading up to the story: Piedmont and France formed a military alliance in the 1850s. Their plan was to get Austria to declare war on Piedmont so that France could come to its assistance. This plan worked, and Austria declared war in 1859. At the Battle of Solferino, the French and Sardinian armies, under Napoleon III, faced the Austrian forces of Emperor Francis Joseph I. On 24 June 1859, about 300,000 hungry soldiers, exhausted from many days of forced marches, clashed all day long in and around the town of Solferino until the Austrians made a desperate retreat. The plain on which the battle took place had been turned into a muddy mess by heavy rain, struggling feet and the hooves of horses. The next morning when the curious came to view the carnage, the ground was covered with thousands of dead and dying soldiers.

Teacher Handout 3

Background on “A witness comes forward”

South Africa, located at the southern tip of Africa, is home to 43.5 million people.

Until the Dutch established a colony at the tip of Africa in 1652, the whole area was inhabited exclusively by a number of African tribes. In 1814, Britain defeated the Dutch and gained control of the region. By the end of the century that control stretched north and east to the current borders. In 1910, the Union of South Africa was created as a member of the British Commonwealth. The government and economy were designed to be dominated by whites. The government periodically created laws to strengthen white rule. Many of these laws were passed by the National Party, which ruled South Africa from 1948 until 1994. This system of racial discrimination was called “apartheid”. It used racial classifications to restrict where people could live, the jobs they could hold, their education, and their involvement in politics.

Events leading up to the story: The African National Congress (ANC) was established in 1912 for the purpose of achieving equality for non-white peoples in South Africa. In 1960, the South African government left the British Commonwealth and took steps to further strengthen apartheid. In the 1970s and 1980s, the South African government lost a great deal of international support. World opinion turned against apartheid in reaction to media coverage of the government’s use of violence.

By 1990, it became clear that apartheid was doomed. Major anti-apartheid organizations like the ANC were legalized and their leaders were released from prison or allowed to return from exile. Much of the legislation establishing apartheid was repealed. The government and major political parties worked on creating a new constitution and negotiated a process for the institutionalization of majority rule. Negotiations broke down in June 1992 as the ANC accused the government of involvement in attacks against its supporters. The process began again in March 1993 after the government acknowledged the police’s responsibility to protect ANC members. Apartheid was abolished and the first free elections were held in 1994.

Teacher Handout 4

Background on “Alone on the bench”

Arkansas is a state in the southern United States of America. Little Rock is the largest city and the state’s capital. In the late 1950s, the population of Arkansas was 77% white and 22% African American.

Before 1954, most American schools in the states of the south were racially segregated. African-American children were not allowed to attend the same schools as white children. The schools for African Americans generally received less funding than those for white children. They often needed repairs and lacked basic supplies. In 1954, the United States Supreme Court decided that segregating schools by race was illegal. The court ordered that “white only” schools must be opened to African-American students “with all deliberate speed”.

Events leading up to the story: To comply with the Supreme Court order, the school board of the city of Little Rock announced that the city’s all-white secondary school could now accept black students. On the first day of school in September 1957, nine African-American children planned to enroll in Little Rock’s Central High School. At a meeting the day before, the school superintendent told the parents of the African-American students that he would not be able to protect them if they accompanied their children to school. The governor of Arkansas sent the National Guard (a military force controlled by the state government) into Little Rock, claiming that there was a danger of violence. The National Guard prevented the African-American children from entering the school. A large crowd of white people had also gathered around the school to stop the children from entering.

Teacher Handout 5

Background on “Step by step”

At the start of World War II, Poland covered a territory of about 375,000 square kilometers. Parts of Poland were claimed by Nazi Germany and the Soviet Union.

Before World War II, Poland also had significant minority populations of Germans, Russians, and Ukrainians. Historically, Jews who were persecuted in and expelled from much of Europe had been welcomed to Poland. There, they had practiced their own religion and built their own schools. Jews in Poland continued to have a special relationship with Polish rulers. That is one of the reasons why a large Jewish community flourished in Poland. When World War II began, almost 3,350,000 Jews were living in Poland. Only 90,000 Polish Jews survived.

The German invasion of Poland on 1 September 1939 marked the start of World War II. Less than three weeks later, the Soviet Union also invaded Poland. The Polish government fled to London. Much of its armed forces fled to other European countries to continue to fight the Germans. The Polish underground, dedicated to fighting the Germans, was especially active in Warsaw. In June 1941, Nazi Germany invaded the Soviet Union and the part of Poland that the Soviet Army occupied. By the end of the month, all of Poland was in German Hands.

Events leading up to the story: The Nazis created many concentration camps in Poland. These camps were used to exterminate Polish Jews, Poles who opposed the German occupation and Jews brought from other countries. Warsaw’s 450,000 Jews were first crowded into a separate part of the city known as “the ghetto”. Then they were deported to concentration camps.

On 1 August 1944, the Polish underground changed its tactics. It began an open, armed struggle against the Nazis. On 2 October, the leader of the Polish fighters surrendered. After the surrender, the Nazis transported most of the residents of Warsaw to camps in Germany or forced them to move to other Polish cities and towns.

Teacher Handout 6

Background on “Brave vendor”

Thailand is a country in South-East Asia, bordered by Myanmar (formerly Burma) on the north and west, Laos on the north and east, Cambodia on the east., and Malaysia and the Gulf of Thailand on the south. Bangkok is Thailand’s largest city and capital.

Before World War II, Thailand’s economy was based on agriculture. More recently, Thailand’s economy has become more industrial and urban. While this change has increased the country’s overall wealth, it has also caused social problems. Environmental problems and a lack of access to land have forced many Thais to relocate from the country to the city. Although some find employment, many do not which has caused an increase in urban homelessness and crime. Thailand has also experienced increasing problems with youth gangs in Bangkok and other urban areas.

Teacher Handout 7

Background on “Villagers ease pain in camps”

Bosnia-Herzegovina is bordered by Croatia and the Federal Republic of Yugoslavia. The village of Batkovic is north-east of Sarajevo, near the Federal Republic of Yugoslavia’s republic of Serbia.

At the time of the 1991 census, 4,365,000 people lived in Bosnia-Herzegovina; 31% were Serbs and members of the Serbian Orthodox Church; 49% were Muslims whose ancestors converted to Islam while the area was ruled by the Ottoman Empire. The remainder of the population were mostly Croat Roman Catholics.

Bosnia and Herzegovina were ruled by the Ottoman Empire from the middle of the 15th century until 1908, when the Empire fell apart and both provinces were incorporated into the Austro-Hungarian Empire. At the end of World War I, the Austro-Hungarian Empire was broken up. Bosnia and Herzegovina were combined as a province in the Kingdom of the Serbs, Croats and Slovenes (later renamed the Kingdom of Yugoslavia). In 1945, Bosnia-Herzegovina became one of the republics of the Socialist Federal Republic of Yugoslavia. Yugoslavia was led by Josip Broz Tito, leader of the “Partizans”, the major armed resistance movement that fought the German occupation of Yugoslavia during World War II.

Tito’s death in 1980, combined with the weakening of the Soviet Union, allowed nationalism to reassert itself and to provoke tensions. In 1991, Slovenia and Croatia declared independence from Yugoslavia.

Events leading up to the story: In the spring of 1992, the Muslim and Croat populations of Bosnia-Herzegovina also voted for independence from Yugoslavia. The Bosnian Serbs, who had boycotted the referendum, established their own government. Supported by military units from Serbia, they fought Bosnia Muslims and Croats. Civilians were terrorized, murdered, imprisoned in concentration camps and forcibly expelled from the areas in a tactic called “ethnic cleansing”. The complicated three-way civil war lasted until the 1995 Dayton Peace Agreement ended the fighting.

Student Handout 1

KWL

Name: _____ Date: _____

K What I KNOW	W What I WANT to Know	L What I LEARNED
____ 1.	____ 1.	After reading the text and “learning” the material, go back to the “K” column and see if any of your prior knowledge was inaccurate. Check any of them that are inaccurate, according to the text. Rewrite any of your statements that were inaccurate so they are correct. Then go to the “W” column and check any of your questions that the text did not answer. Be prepared to bring these unanswered questions up in class, or tell how you will find answers to them and where you will look to get the answers. 1.
____ 2.	____ 2.	
____ 3.	____ 3.	
____ 4.	____ 4.	
____ 5.	____ 5.	
		2.
		3.
		4.
		5.

Student Handout 2

“Aftermath of a battle”

On 24 June 1859, Austrian and French armies clashed at Solferino, a town in northern Italy. After sixteen hours, 36,000 men lay dead or wounded. In 1859, although the power of weapons to damage human bodies had increased, the ability to care for wounded soldiers had not.

The evening after the battle, Henry Dunant, a young Swiss citizen, arrived in Solferino on a mission unrelated to the battle. Dunant’s business was failing; he believed the French emperor could help, and, knowing that the war would bring the emperor to the area, he hoped for a chance to encounter him. What he encountered, however, was the aftermath of the battle. Here is some of what he remembered.

The stillness of the night was broken by groans, by stifled sighs of anguish and suffering. Heart-rending voices were calling for help.

When the sun came up, bodies of men and horses covered the battlefield. The poor wounded men were ghastly pale and exhausted. Some, who had gaping wounds already beginning to show infection, were almost crazed with suffering. They begged to be put out of their misery. The lack of water was more and more cruelly felt; the ditches were drying up, and the soldiers had, for the most part, only polluted and brackish water.

As Dunant wandered among wounded soldiers who kept calling out to him for water, he realized how little attention anyone was paying to them. He gathered a group of local women and organized them into teams to take food and water to the wounded; he set them to washing the bleeding and vermin-covered bodies so that wounds could be treated; he organized a primitive field hospital in a church; he collected linen for bandages and bought food and medical supplies from neighbouring towns; he directed small boys to fetch water in buckets; he recruited tourists, a journalist, a count, a chocolate manufacturer; and soon these people were dressing wounds, carrying water, writing farewell letters to families of the dying men. All the helpers, Dunant observed, had forgotten the nationality of the men they tended; they were tutti fratelli, all brothers now.

Dunant came across a 20-year old corporal who had a bullet in his left side and knew that he would soon die from his injuries. He gave some water to the young man, who thanked Dunant and said, with tears in his eyes, “Oh sir, if you could write to my father to comfort my mother”. Dunant wrote the parents. This was the only news they received from their son.

Dunant’s business did, in fact, fail. He was diverted from seeing the emperor that day. But he wrote a small book called *A memory of Solferino* describing what he had seen and making a simple proposal.

Would it not be possible in time of peace and quiet to form relief societies for the purpose of giving care to the wounded in wartime by devoted and thoroughly qualified volunteers?

Student Handout 2

The book resulted in the formation of a “committee for the relief of wounded in time of war”, which evolved to become the International Committee of the Red Cross. His vision also led to the development of Red Cross and Red Crescent societies around the world.

Student Handout 3

“A witness comes forward”

In April 1993 South Africa's struggle against apartheid was coming to a victorious end, without the bloodshed that had been feared and expected. Nelson Mandela, President of the African National Congress (ANC), widely acclaimed for his spiritual leadership of the struggle, had been freed from 27 years in prison and with President F.W. de Klerk was negotiating a process for transition to majority rule.

On 10 April, Chris Hani, a respected leader of the ANC was assassinated. He had been shot at point-blank range in front of his home in Boksburg, Johannesburg. The perpetrators acknowledged that they chose Hani as a target because his death was most likely to plunge the country into chaos, allowing the right wing to seize power.

The following is taken from Mandela's account of that event in his autobiography:

Chris' death was a blow to me personally and to the movement. He was a great hero among the youth of South Africa, a man who spoke their language and to whom they listened. If anyone could mobilize the unruly youth behind a negotiated settlement, it was Chris.

The country was fragile. There were concerns that Chris Hani's death might trigger a racial war, with the youth deciding that their hero should become a martyr for whom they would lay down their own lives ... The murder was an act of mad desperation, an attempt to derail the negotiation process.

That day, however, a woman phoned the police with the killer's license-plate number. It happened that this woman was white.

Mandela was asked to address the nation by radio that night. In his autobiography, he reports what he said:

I said that the process of peace and negotiations could not be halted. With all the authority at my command I said:

I appeal to all our people to remain calm and to honour the memory of Chris Hani by remaining a disciplined force for peace ... Tonight I am reaching out to every single South African, black and white, from the very depths of my being. A white man, full of prejudice and hate, came to our country and committed a deed so foul that our whole nation now teeters on the brink of disaster. A white woman (...) risked her life so that we may know, and bring to justice this assassin.

The assassination failed to produce chaos and racial war, and the process of peace and negotiations continued.

Student Handout 4

“Alone on the bench”

Until 1954, segregation laws in some states of the United States of America forbade black students from attending the same schools as white students. When the United States Supreme Court outlawed segregation throughout the country, the governor of the state of Arkansas vowed to defy the order. “Blood will run in the streets if Negro pupils should attempt to enter Central High School”, he said.

The school board of the city of Little Rock, Arkansas, planned otherwise. At the beginning of the 1957 school year, the all-white Central High School agreed to admit nine black students. Elizabeth Eckford was one of the nine.

The Little Rock school board asked parents of the nine students not to accompany their children to school because the board feared that the presence of African-American parents would incite a mob. Arrangements were made for all nine students to meet and be accompanied by a lawyer. Elizabeth was unaware of the arrangements, however; so she set out alone.

When she got off the bus near Central High School, Elizabeth saw a crowd of angry white people and hundreds of armed soldiers whom the governor had sent to prevent the nine students from entering the school. Elizabeth thought she might be safe if she walked behind the Arkansas soldiers to the school entrance. The soldiers made her turn away.

The crowd began to follow me, calling me names. All of a sudden my knees began to shake and I wondered whether I could make it.

It was the longest block I ever walked in my whole life. Even so, I wasn't too scared, because I thought that the guards would protect me.

When I got in front of the school, I went up to a guard again but he just looked straight ahead and didn't move to let me pass. I didn't know what to do. Just then another guard let some white students through. When I tried to squeeze past him, he raised his bayonet.

Somebody started yelling, “Lynch her! Lynch her!” I tried to see a friendly face. I made eye contact with an old woman, but she spat on me. I looked down the block and saw a bench at the bus stop. I ran to the bench and sat down.

Some of the crowd followed Elizabeth to the bench shouting “Drag her over to the tree”, a way of saying they would lynch (hang) her.

As Elizabeth sat on the bench for what seemed like eternity, a white woman named Grace Lorch made her way through the crowd and spoke to Elizabeth. Elizabeth slowly lifted her eyes and looked up at the stranger, then got up. Walking close beside her, the woman guided her to a nearby bus stop. Elizabeth got on the bus and escaped from the mob.

Question: Why didn't the crowd stop Grace Lorch from escorting Elizabeth to safety?

Student Handout 5

“Step by step”

When Nazi Germany conquered Poland in World War II, the occupying forces imposed its policy of enslaving and killing Jews. People who were caught hiding a Jew in Poland faced death. Some were even left hanging in public squares as a warning to others. Nevertheless, some people chose to help save Jews. Stefa, a Catholic factory worker, went to incredible lengths to save a stranger.

In 1942, Laminski, a policeman who was in the Polish underground, asked Stefa's husband Jerezy to hide Irena, a Jewish woman, for a few days. The couple created a hiding place for her in their one-room flat. A “few days” stretched to a week; then the week became a month. After a few months, Jerezy demanded that Irena go, but Stefa insisted the woman must stay hidden in their home. In anger, Jerezy left the apartment, swearing to Stefa that he would tell the Nazis that she was hiding Irena.

What did Stefa do?

I called Laminski and he went to talk to my husband. He said to Jerezy “Here is my pistol; if you tell about Stefa and Irena, you will not live more than five minutes longer. The first bullet will go into your head.” After that, my husband did not return. This ended my marriage, but the policeman Laminski kept on helping us.

Was Stefa aware of the danger to herself?

Sure I knew. Everybody knew what could happen to someone who kept Jews. Irena would say “I am such a burden to you, I will leave. “But I would say, “Until now you were here and we succeeded, so maybe all will succeed. How can you give yourself up?” I knew I could not let her go.

In 1944, the people of Warsaw rose up against the Nazi occupation, but lost. To retaliate, the Nazis began evacuating all civilians except mothers with young children. For Irena, who would be recognized as Jewish even though she always wore a bandage over her face, evacuation meant likely death. Recognizing the danger, Stefa made a hard decision. She cried when telling the rest of her story.

When we were about to be evacuated, I told Irena to take my baby. I said “I will try to stay with you. In case I get lost, take care of him, like your own child”. When the German official saw her with the child, he told her to return to the flat. Somehow I was allowed to go with her.

How could Stefa risk losing her baby?

I knew Irena would take good care of him. Besides, no one knew what might have become of me. I could have died too.

Question: How did each person contribute to Irena's survival?

Student Handout 6

“Brave vender”

There is a corner of a road in Bangkok where fighting among groups of boys sometimes occurred. One day, a group of boys from the mechanic school picked on a boy from another school and chased their victim down the road. The poor boy ran for his survival. He reached the little shop at the corner of the road. The boys giving chase were everyday customers at this shop.

The shop vendor saw what was happening. The boy knocked on his door.

Quickly, the vendor opened the back door of his shop to let the boy slip in. He let the boy hide in his shop.

The brave vendor was not stopped by the thought of what could happen if the group of attacking boys came in and found their enemy in his shop. He was not stopped by the thought of what might happen to his business in days to come when those boys knew that he had rescued their victim.

**Question: What choices did the vendor have when he saw the boy at his door?
What could be the consequences of each choice?**

Student Handout 7

“Villagers ease pain in camps”

All last summer buses and trucks packed with Muslim and Croat prisoners trundled down the narrow farm road past Ilija Gajic’s vegetable farm. The army never consulted the villagers when it set up the camp in the state grain-storage sheds. Gajic feared that the worst of Balkan history was repeating itself.

“Concentration camps never bring anything for anyone”, said the 62-year-old Serb who presides over the village assembly in this village of 4,000. “I felt bad watching this happening.”

As reports emerged of beatings and deaths, he and other leaders of the village decided to protest. His is one of the untold stories in this war of unremitting cruelty – the story of Serbs who took a risk to improve conditions for their fellow citizens.

“We wanted to make a goodwill gesture. We wanted them to be treated as we would wish the other side to treat our prisoners”, he said.

Early in September, Gajic led a delegation to the nearby army headquarters in Bijelina and demanded that guards who had been beating prisoners be replaced. “They were not from around here. They had had victims in their families and wanted to exact revenge”, Gajic said. “So we asked the authorities to put in local people.”

The military command at first refused even to say who was in charge of the camp, he recalled. The tone of the discussion sharpened. One of the delegation told the military commanders “We don’t want a Jasenovac”, a reference to the concentration camp set up by Croat fascists during World War II, where tens of thousands of Serbs, Jews and gypsies were put to death.

“Any good man would say that”, said Gajic. “We didn’t want to let the village be blamed for whatever happened. We wanted to save the reputation of the village.”

In the presence of guards, prisoners were still reluctant to talk about the cruelty of the earlier period. But they confirmed the stories told by released detainees of beatings with two-by-fours,” rampant dysentery fed by terrible sanitary conditions and elaborate ruses devised to fool visiting delegations into thinking there was no one under 18 or over 60 in the camp.

According to detainees, at least 20 had died of beatings or maltreatment up to September, but conditions improved significantly after the intervention of the villagers.

The conditions remain primitive, but several hundred detainees now go to work six days a week in a nearby factory, where they have better meals, although no pay. The detainees compliment the guards, and the guards welcome the praise. “We feel we don’t have to beat the prisoners”, said Dragolic, one of the new local guards. “We talk to them.” There is now even a television set in each of the sheds, and over the New Year, the guards brought the detainees bottles of slivovitz, a plum brandy.

Student Handout 7

“I think Serbs are not so bad as everyone wants to make them out to be”, Gajic said.
“There are probably other examples of that, not only in Batkovic.”

Question: What choices and social pressures did bystanders have?

Student Handout 8

He was having some fun”

During apartheid in South Africa, Wendy who is white, was trying to visit a black friend who had been jailed for his political activity. She was told by the whites in charge of the jail that whites are never allowed to visit blacks there. She went to the jail’s commandant, who invited her into his office. Perhaps because her husband was the editor of one of the city’s newspapers, he agreed to let her see her friend. She returned to the entrance passage of the prison to wait for the friend she hoped to visit this is her account of what happened next..

As I waited, I noticed a young black prisoner in prison khaki shorts and overshirt standing a little way down the passage. He looked anxious and submissive – the look of someone waiting to accommodate the mood or whim of the white “Baas”. He stood there as if he had been told to stand there and wait. A white warder appeared, and as he strolled past the prisoner, he suddenly made a threatening lunge at him and started shouting at him. There was no anger in this warder – he was merely having some fun. The prisoner’s arms lifted at once to shield his body from the blows he expected from the warder.*

One arm curved around the stomach and the other rose to the head, and the prisoner stammered out answers to the questions and taunts being thrown at him.

Then the warder strolled on, walking toward me. He saw me staring at him and, as he looked at me, I realized that not only was there no shame, but that in his eyes, my white skin made me an automatic accomplice in what he had just done.

He strolled past, bored, disappeared for a few moments and then came back toward the black man. As he got near, the black man started cringing; his arms taking their protective positions again. The warder was enjoying himself hugely. The audience (me) was making it that much more pleasurable for him.

What do you think Wendy should do?

Other points of view to consider:

- ◆ the warder
- ◆ the prisoner
- ◆ Wendy’s imprisoned friend
- ◆ the commandant of the jail

*”Baas”, the person in charge, came to mean “oppressor” in the context of apartheid.

Student Handout 9

“Dilemma Worksheet

Dilemmas

Exploring Humanitarian Law: A Bystanders Dilemma

K What I KNOW	W What I WANT to Know	L What I LEARNED
____ 1.	____ 1.	After reading the text and “learning” the material, go back to the “K” column and see if any of your prior knowledge was inaccurate. Check any of them that are inaccurate, according to the text. Rewrite any of your statements that were inaccurate so they are correct.
____ 2.	____ 2.	
____ 3.	____ 3.	Then go to the “W” column and check any of your questions that the text did not answer. Be prepared to bring these unanswered questions up in class, or tell how you will find answers to them and where you will look to get the answers.
____ 4.	____ 4.	1.
____ 5.	____ 5.	2.
		3.
		4.
		5.